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| **Teacher: Archer Elem.** | | | **Grade: 3rd** | | | **Date(s)**: Day 7 |
| **Unit Title:**  Planning a Family Reunion | | | | **Corresponding Unit Task: Prior to Task 2** | | |
| **Essential Question(s): How does understanding place value help me add and subtract numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead  Place value blocks | | **Student:**  **Place value chart**  **Place value blocks** | | | **Add addend addition compose/decompose**  **Difference place value (ones, tens, hundreds)**  **Strategies subtract sum subtraction** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3 NBT 2 Fluently add subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** | | | | | |
| **I Can Statement(s):I can count, read, and write whole numbers to 1,000.**  **I can identify place value for each digit.**  **I can add and subtract whole numbers from 0 to 1,000 with or without regrouping.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Pose the following problem to students: You go to the store with $5.00. You bought a bag of sunflower seeds for $2.00 and a bottle of pop for $1. How much money did you spend and how much did you take home? | | | | | |
| **Teacher Directed/Guided Practice: Teacher poses 2 word problems: You were given $25 by your grandmother for your birthday. You spent $17 on a soccer ball. How much money did you have left to spend? Using place value blocks, the teacher will model how to trade a ten rod for 10 ones in order to subtract the ones. The teacher then poses the problem: Mom needs 46 grapes for the recipe. She has 72 grapes. How many grapes will she have left over? Student will work this problem with their partner. Teacher will call on someone to share how they traded to regroup. Continue practicing with 2 digit numbers if needed. Then teacher will pose and demonstrate problems with 3 digit numbers that require regrouping when adding or subtracting.** | | | | | |
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| **Independent Practice: Student will solve problems 1 – 11 on page 50-51 in the envisions math book.** | | | | | |
| **Closing/Summarizing Strategy: Working with a partner solve the following problem - 134 – 45 = \_\_\_\_ Tell how you solved it and why you would solve it that way.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students work on word problems on p. 52 in the envisions book or student can write his/her own word problems | | | Work in small groups with the teacher and continue modeling. Check work with calculator. | | | Students continue to work with a partner to solve – Work with teacher in small groups using the manipulatives. |
| **Assessment(s): Teacher made problems – Students will solve 3 problems showing their work – Can use your own or take from p. 52 in the envisions book.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |